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TITLE IEA Six-Subject Survey Instruments: School Questionnaire.

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ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire, completed by school coordinators, surveyed information concerning the schools involved in the study. (RC)

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2	IEA/M1	Manual for National Centers
	IEA/M2	Manual for School Coordinators
	IEA/M3	Manual for Test Administrators
Stage 3	IEA/M1/Stage 3	Manual for National Centers
	IEA/M2/Stage 3	Manual for School Coordinators
	IEA/M3/Stage 3	Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

2: Student Population

1 = I	6 = II and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	9 = IV Specialist
5 = I and II	N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name School Questionnaire

Data Bank Instrument Number SN1

XV. School Questionnaire

The School Co-ordinator is responsible for the completion of the School Questionnaire. It is possible that several senior members of the school staff including the school principal himself (if he, in fact, is not the co-ordinator) will need to be consulted. When completed, the School Questionnaire should be held ready for return to the National Center.

Note that the variable name used in the Data Bank Manuals appears in the margin to the right of each item, where possible; for some items the variable name appears in the box in which the respondent was to mark a response. These names were added by the Data Bank Team, and are not a part of the original instrument.

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1. Name of School _____

[illegible]

[illegible] Date of School Visit(s)

2. Please indicate your formal participation [illegible] highest degree received)

Less than Bachelors _____
Bachelor _____
Masters _____
Doctorate _____

3. How many years have you served as a school principal altogether? _____ years

4. How many years have you served as a principal of this school? _____ years

5. How many years teaching experience have you had altogether? _____ years

Study School Pride

6. Which of the following best characterizes the community served by your school? [illegible]

[redacted]

Educational Program

22. Which of the following statements best characterizes your school's program?

The school provides a variety of types of courses _____ B/68 SN3064

The school provides only one type of course, (e.g. academic, commercial, etc.) _____

23. If you indicated the second alternative in Q.22 which type of course is provided?

Academic _____

Vocational/Technical _____

General _____ B/69 SN3065

24. What is the language of instruction for most children in your school? (Indicate one)

Mother Tongue of children _____ B/70 SN3066

Another language _____

25. In your school is there student involvement in decision-making concerning disciplinary action? (Indicate one)

Yes _____ B/71 SN3067

No _____

26. On average how many hours schooling per week do students in your school receive? (Indicate where appropriate)

Population I _____ hours B/72-73 SN3068

Population II _____ hours B/74-75 SN3069

Population IV _____ hours B/76-77 SN3070

27. On average how many weeks schooling per year do students in your school receive?

_____ weeks B/78-79 SN3071

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If French as a foreign language is being tested in your school, please answer questions 28 through 34.

28. At what grade level, on average, is spoken French introduced?

Grade _____ C/13 SN3072

29. At what grade level, on average, is reading and writing in French introduced?

Grade _____ C/14 SN3073

30. At what grade level, on average, are French classes conducted almost wholly in French, if at all.

Grade _____

or C/15 SN3074

Not at all _____

31. If French is taught to some but not all students describe how students are usually selected for studying French

a) The students decide for themselves (with or without their parents being involved)

_____

b) Students and school personnel (i.e. teachers and counsellors) jointly decide

_____ C/16 SN3075

c) School personnel (i.e. teachers and counsellor) decide

_____

32. What percentage of the students at each of the following grade levels are studying French? (Indicate only for the grades in the school)

Population I modal grade _____ percent C/17-18 SN3076

Population II modal grade _____ percent C/19-20 SN3077

Population IV modal grade _____ percent C/21-22 SN3078

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SN3
IEA/SQ 2

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33. Please describe the time organization of French teaching in your school for the three levels indicated below. If any of the levels listed below is not present in your school, please check in the last column.

Levels	No. of Periods of French instruction per week for a student	Average length of a period (minutes)	Level is not present	
Beginning (First/Second year)	SN3079	SN3080	SN3081	C/23-27 ____
Intermediate (Third/fourth year)	SN3082	SN3083	SN3084	C/28-32 ____
Advanced (Fifth/sixth year)	SN3085	SN3086	SN3087	C/33-37 ____

34. How many teachers in your school are native speakers of French?

_____ C/38 SN3088

If English as a Foreign language is being tested in your school, please answer questions 35 through 41.

35. At what grade level, on average, is spoken English introduced?

Grade _____ C/39 SN3089

36. At what grade level, on average, is reading and writing in English introduced?

Grade _____ C/40 SN3090

37. At what grade level, on average, are English classes conducted almost wholly in English, if at all.

Grade _____ _____ C/41 SN3091

or

Not at all _____

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LN3

IEA/SS 3

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38. If English is taught to some but not all students, describe how students are usually selected for studying English

A. The students decide for themselves (with or without their parents being involved) _____

B. Students and school personnel (i.e., teachers and counsellors) jointly decide _____ C/42 SN3092

C. School personnel (i.e., teachers and counsellor) decide _____

39. What percentage of the students at each of the following grade levels are studying English? (Indicate only for the grades in the school)

Population I modal grade _____ percent C/43-44 SN3093

Population II modal grade _____ percent C/45-46 SN3094

Population IV modal grade _____ percent C/47-48 SN3095

40. Please describe the time organization of English teaching in your school for the three levels indicated below. If any of the levels listed below is not present in your school, please check in the last column.

Levels	No. of Periods of English instruction per week for a student	Average length of a period (minutes)	Level is not present	
Beginning (First/Second year)	SN3096	SN3097	SN3098	C/49-53 ____
Intermediate (Third/fourth year)	SN3099	SN3100	SN3101	C/54-56 ____
Advanced (Fifth/sixth year)	SN3102	SN3103	SN3104	C/59-63 ____

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43. How many teachers in your school are native speakers of English?

_____

If Social Studies/Civic Education is being taught in your school, please answer questions 43 and 44.
apc.

43. Is Civic Education taught as a separate subject in your school?

Yes _____

No _____

45. To what extent to each of the following groups participate in making school policies and rules?

Students: Not at all__ To some extent__ To a great extent__

Teachers: Not at all__ To some extent__ To a great extent__

Parents: Not at all__ To some extent__ To a great extent__

44. What proportion of the students in your school are (Immigrants, Nigerian, Catholics, etc.)?

Fewer than 10% _____

Up to a quarter _____

Up to a third _____

Up to half _____

Up to two-thirds _____

More than two-thirds _____

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[illegible]

[illegible]

[illegible]

1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to Multiple Response to decide how to proceed for cases non-response. Indeed, this embarrassment and social disadvantage to decide to what to instruct Multiple Response to assume that all questionnaires have been completed.

2. Missing values. One way to proceed is to use imputation of missing values (see Chap. 4). It is to do so. In some circumstances there will be no appropriate method for imputation. However, since an inconsistent code has been provided, it is necessary that the information is analysed separately in order that the investigator might be aware.

3. In the case of most questions the word "unknown" can have only. Where the interest lies in whether or not an MP reads the Sun will have to be assigned to some meaning like "unknown by himself/herself" or "unknown to the person card". Where paper cards will be affected by a different factor, there will be a request to determine other "unknown by missing the appropriate person group".

4. Each question in which the response indicates the grouping of a multichoice variable, a short-hand convention being use of "yes" [illegible] Code an input cit and Migration input has been used. Multiple Response should be [illegible] into separations code for the responses to the yes [illegible]. The convention has been used for the sake of brevity.

5. Where appropriate, optional categories should be given to codes to big respondents answer the questions are coding.

6. Question Coverage. Where it has been difficult to ensure an interview used every [illegible] questions to participating respondents, the variable has been designated as an interviewed personal variable. Optional Feature are added to this codes that each of these variables as to a one-point scale with [illegible] appropriate the are effect this course [illegible] with the present and/or personal to f a specific accompanying codes. The purpose of this section is to deliver a certain authority of comprehensive between the different respondents, that is, all variables should account this as the case always [illegible] and refused to the case may. It is important this because [illegible] a specific answer of these characteristics variables to the investigator.

5. In order to avoid the most serious inconsistencies in punctuation rules, students are told to consider paragraphs between 20 and 1000 words long. Short paragraphs are rare in academic writing, and should be avoided. Students should be aware of the trade-off between [illegible] and [illegible]. Most students will [illegible] "more natural" [illegible] and [illegible] and [illegible] punctuation.

6. It is one of [illegible] students are [illegible] [illegible] [illegible]